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BUFFALO SCHOOLS MEET THE CHALLENGE.

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BUFFALO PUBLIC SCHOOLS, N.Y.

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COMPENSATORY EDUCATION ACTIVITIES FUNDED UNDER THE 1965 ELEMENTARY AND SECONDARY EDUCATION ACT ARE DESCRIBED IN THIS REPORT. AMONG THE ACTIVITIES HAVE BEEN REMEDIAL PROGRAMS FOR EDUCATIONALLY DISADVANTAGED STUDENTS AT ALL SCHOOL LEVELS, TEACHER ASSISTANCE PROGRAMS (INSERVICE EDUCATION, TEACHER AIDES, AND CURRICULUM GUIDES), CULTURAL ENRICHMENT PROGRAMS, A PRESCHOOL PROGRAM, A DEMONSTRATION CENTER FOR TEACHERS OF MENTALLY RETARDED CHILDREN, AND A PROGRAM TO PURCHASE BOOKS AND FILMS TO INCREASE THE RESOURCES OF TARGET AREA SCHOOLS. (LB)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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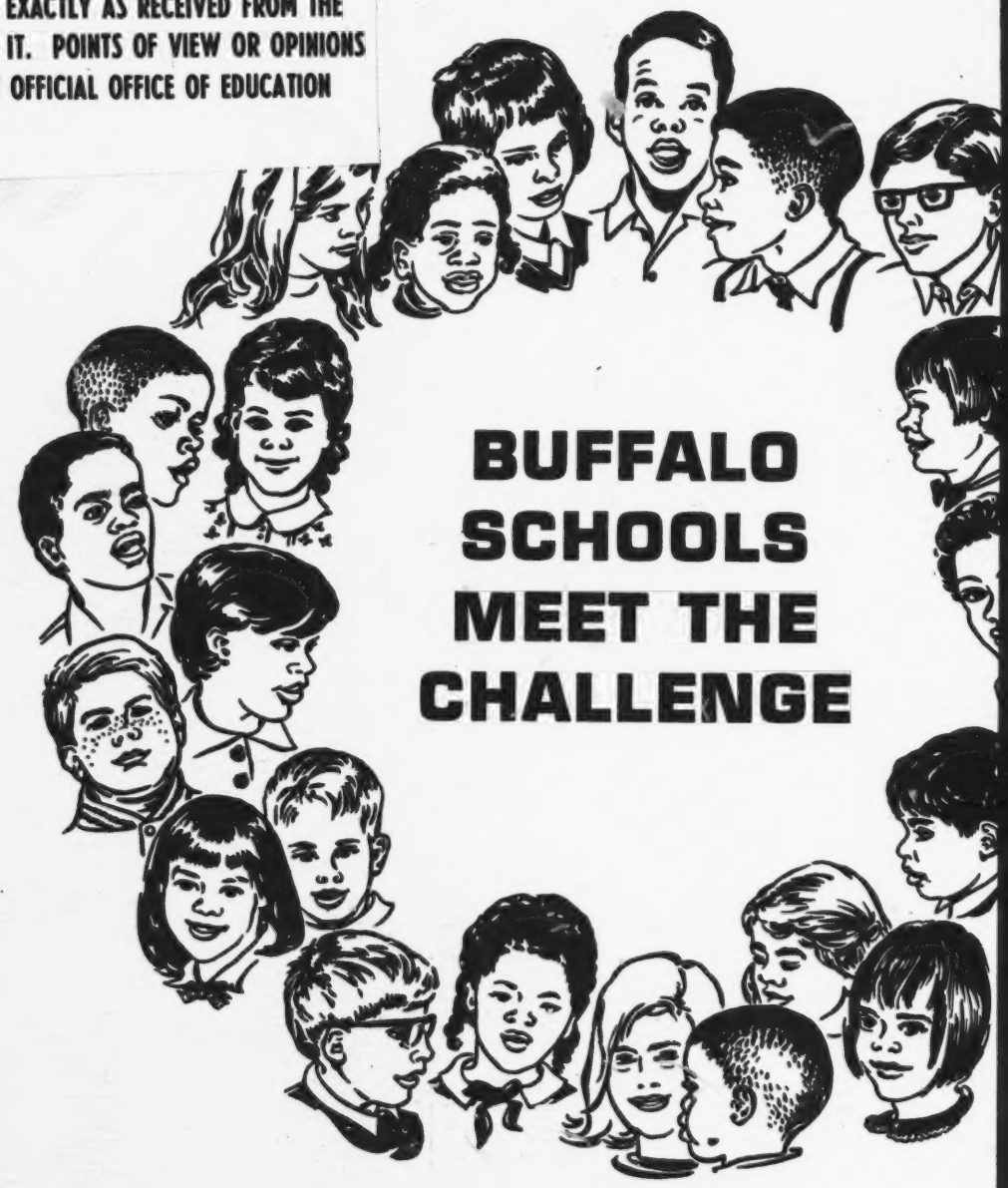

BUFFALO SCHOOLS MEET THE CHALLENGE

THE IMPACT OF E. S. E. A ON THE BUFFALO SCHOOLS

33,353 pupils participated in one or more programs

2,031 teachers were involved full or part time in public schools

60 teachers were employed in private schools

34 public schools operated programs

26 private schools' pupils were assisted

$5,000,000 spent on programs

200,000 books added to libraries

550 inner-city teachers attended in-service classes

227 teacher aides assigned to inner-city schools

Needed supplies and equipment were made available

BUFFALO SCHOOLS MEET THE CHALLENGE

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THE NEEDS OF THE INNER CITY

In recent years large and growing numbers of people seeking a better life for themselves and their children have crowded into inner-city areas. Traditionally, these areas have received the newcomers; the culturally different, the uneducated; in effect, the minority groups. But, the initial security found in these areas soon yields to the bitter frustration of minority group status. High hopes and levels of aspiration slowly diminish because of a lack of necessary skills needed to compete in our highly complex society. Just as the immigrants of the past looked to the schools for help, so do the in-migrants of the present.

Today, there is an urgent need for schools to offer children from our Target Area a new kind of education which is committed to the goal of developing the experience of equality. An assessment of the needs of the children of the inner-city schools has revealed the necessity for special programs and compensatory services to facilitate this goal. Intensive remedial education programs in reading and mathematics must be initiated. Vast enrichment programs in art, music, industrial arts and athletics must be designed to raise the level of aspirations and broaden the horizons of these young people.

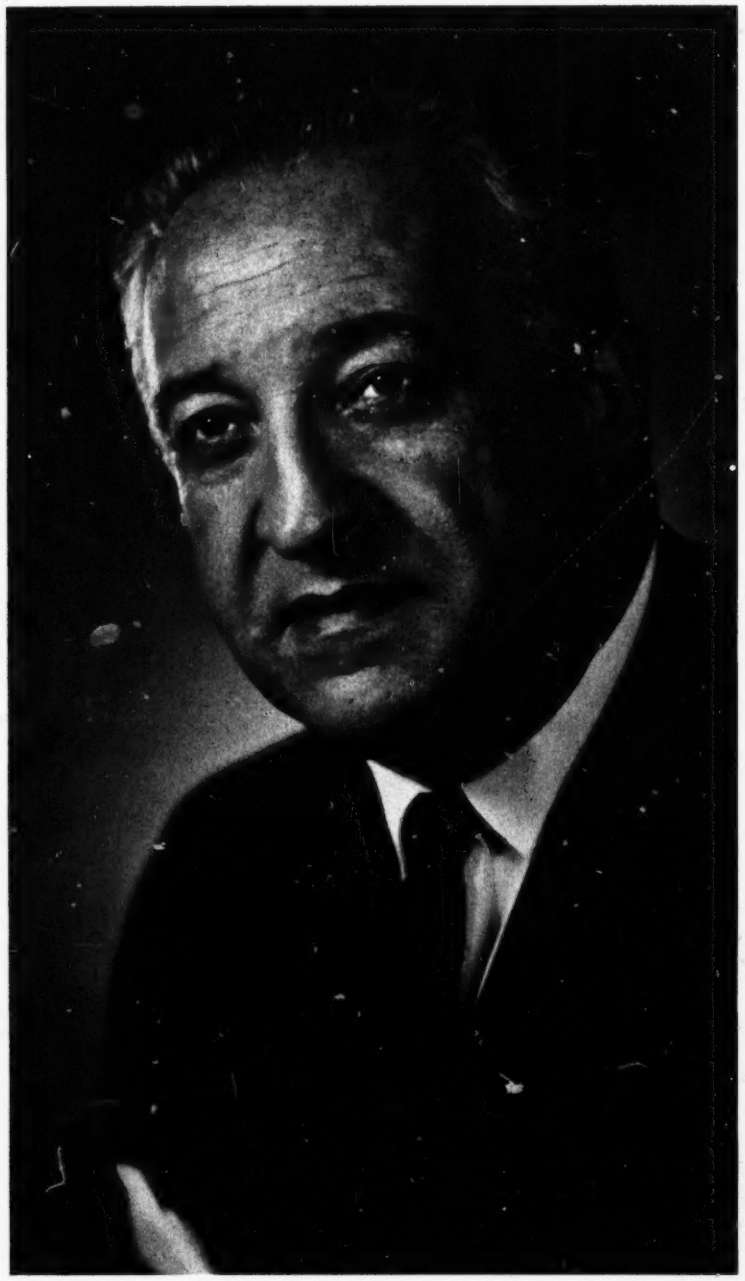
A concentrated effort on the part of all school personnel must be directed toward helping each child realize his full potential and worth. To do this more teachers who understand the problems and needs of inner-city childen must be secured, guidance and social work personnel must be increased, school facilities must be improved and modern equipment purchased, the supply of textbooks and library books must be augmented, and the length of time the schools are open and of service to children must be increased.

The needs of the child from the inner city are great. To provide adequately for these needs is the educational challenge of today.

"WE ACCEPT THE CHALLENGE"

DR. JOSEPH MANCH

Superintendent of Schools



"It is recognized that the child who has the misfortune to grow up in a disadvantaged neighborhood of a great city has little chance of taking his normal place in the mainstream of American life."

This statement, which I made before the Senate Subcommittee on Education in April 1966, epitomizes the challenge faced by the schools in the great cities of the United States today. The way must be found to give every child, irrespective of race or socio-economic background, his full opportunity to learn and prepare himself for the challenges of life.

The Buffalo Public Schools sought for years to distribute its resources to provide for the needs of all children with special concern for the additional needs of the inner-city child. Available resources, however, were not adequate to the task. Passage of the Elementary and Secondary Education Act provided a new source of financial support. This support was quickly translated into new services and new opportunities for children.

During 1965-66 sixteen programs were developed and made operational in the schools. They provided remedial instruction, enrichment experiences, and encouragement for thousands of children. These programs are described in this booklet. They represent one way in which Buffalo is meeting the challenge and is helping each child to prepare to take his rightful place in the mainstream of American life.

Many persons contributed to the success of these ESEA programs. I wish to thank the Board of Education for its encouragement and support. I also wish to express thanks to the teachers, principals and staff members who spent many hours in planning and implementing these programs, and to the community representatives, who gave freely of their time and advice.

THE ELEMENTARY AND SECONDARY EDUCATION ACT

The Elementary and Secondary Education Act was signed into law by President Lyndon B. Johnson on April 11, 1965. This new law authorized more than 1.3 billion of Federal monies to be spent strengthening and improving educational opportunities in the elementary and secondary schools throughout the United States.

The E. S. E. A. was designed to accomplish specific educational goals. These objectives are embodied in the titles which comprise the new law. Provisions of each title are as follows:

TITLE I provides financial assistance to local educational agencies for special educational programs in areas having high concentrations of children of low income families.

TITLE II provides school library resources, textbooks, and other instructional material.

TITLE III provides grants for supplementary educational centers and services which are innovative and experimental.

The law provided for the administration of Titles I and II by State Departments of Education. Title III was implemented directly by the USOE. At the local level public school districts were the operating agencies. However, the benefits of the law were to be extended to all qualified children attending both public and non-profit private schools.

The Buffalo Public Schools began to prepare proposals that would be applicable under Titles I, II, and III in the fall of 1965. Suggestions were solicited from teachers, administrators and interested citizens concerning the best possible programs that could be advanced to meet the educational and cultural needs of students. These proposals were submitted to the State Education Department for approval during the months of December, 1965 and January, 1966.

As soon as a proposal was approved and funds were allotted by the State Education Department, it was placed into operation. By June 1966 sixteen programs were in operation. These programs are reviewed on the following pages.

ESEA PROGRAMS OPERATING IN BUFFALO SCHOOLS

REMEDIAL PROGRAMS

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SPAN — The extension of the Plus program into the summer months. Children from junior and senior high schools were included. 9

LANGUAGE ARTS — A program designed to improve the oral and written English of pupils in inner-city high schools. 12

PHYSICALLY HANDICAPPED — A summer program of remedial instruction and enrichment activities for handicapped children. 14

HELP — A summer program of continuing education for girls medically exempted from regular schools. 15

EVENING HIGH SCHOOL — A certified high school program for day school dropouts. 16

TEACHER ASSISTANCE PROGRAMS

IN-SERVICE EDUCATION — Saturday morning and summer classes to help teachers gain skill in teaching culturally different children. 19

TEACHER AIDES — Non-professional personnel enable teachers to devote more time to teaching the individual child. 20

CURRICULUM GUIDES — Teacher Specialists work during July and August to prepare special curriculum and teacher guides. 22

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EARLY PUSH — A pre-school program of enrichment activities and experiences to prepare children for regular school achievement. 24

CULTURAL ENRICHMENT PROGRAMS

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CURTAIN CALL — A project developed with the Studio Arena Theatre to present plays in the schools and at the Theatre. 30

HORIZON — A project developed with WNED-TV to prepare and broadcast a series of educational programs for inner-city children. 31

CONCERTS AND RECITALS — The Buffalo Philharmonic Orchestra and Young Audiences, Inc. present concerts and recitals. 32

LIBRARIES AND FILM STRIPS — Title II

ESEA provided for the purchase of books and films. The book collection was increased in Target Area Schools. 33

DEMONSTRATION CENTER — Title III

Buffalo developed, in cooperation with neighboring schools, a Demonstration Center for Teachers of Mentally Retarded Children. 34

BUFFALO PUBLIC SCHOOLS esea

THE REMEDIAL PROGRAMS

Many children experience difficulties in learning when they enter school. This is especially true of inner-city children who may lack many of the experiences which would prepare them for school and provide motivation for good achievement.

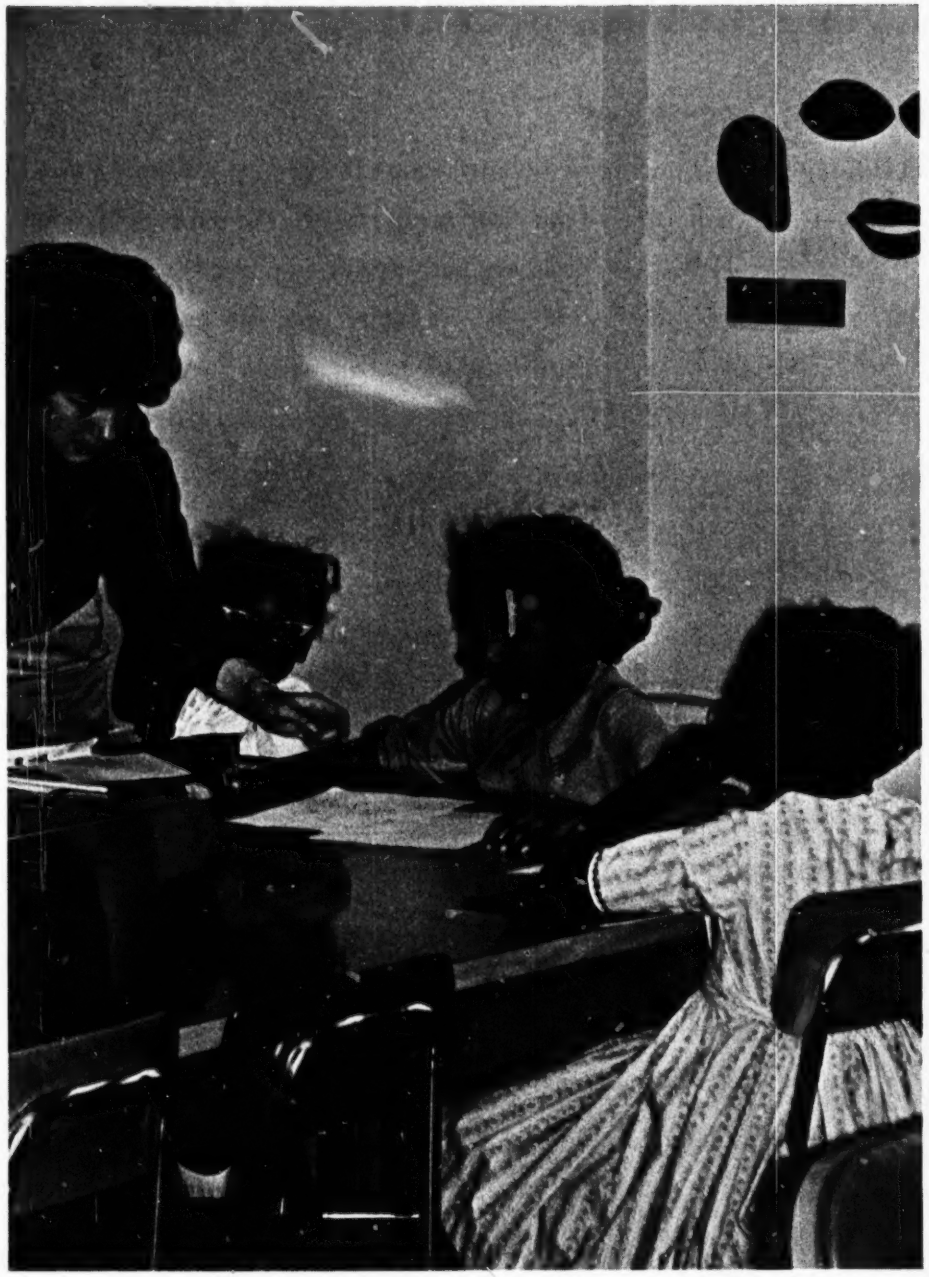
These children need extra help. If they do not make satisfactory progress in the basic skills of communications in the early years, their retardation will increase as they grow older.

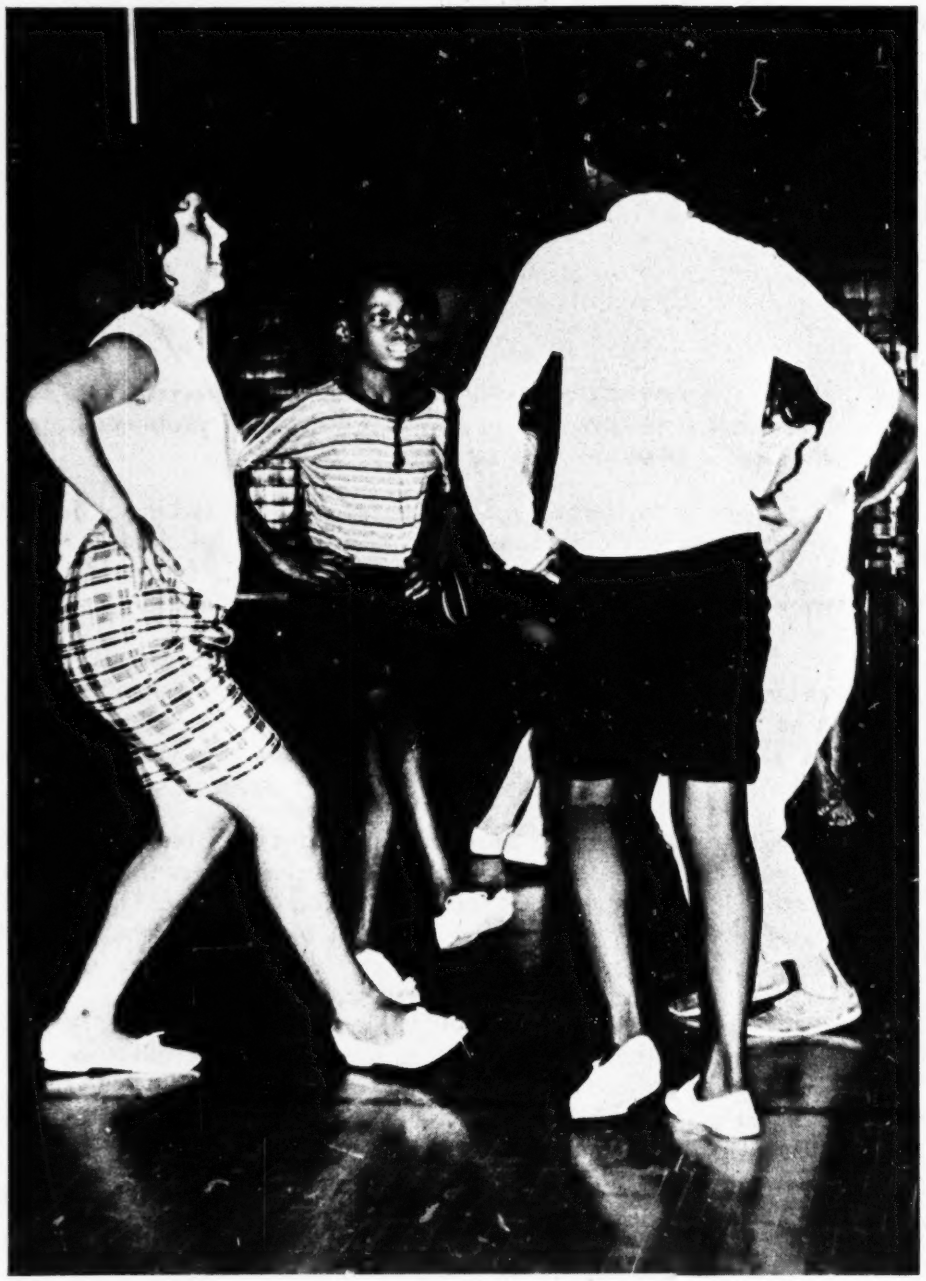
To provide this extra help, or compensatory education, the Buffalo Schools developed a number of programs. In keeping with current educational thought, the greatest emphasis was placed on helping children in the primary and intermediate grades. Extra professional staff was provided so that teachers could work with individuals and with small groups of children. Great stress was placed upon locating and removing difficulties in speech and understanding which were blocking development in reading skill.

The school program was reorganized to provide time for cultural enrichment activities which would broaden the child's contact with life and help him acquire thoughts and ideas which would compliment and strengthen his regular class work.

Since the regular school day did not allow enough time, tutoring, study activities and recreational experiences were provided for in after school hours and during the summer.

Although the emphasis was concentrated on the elementary grades, remedial work also was carried into the junior and senior high schools.





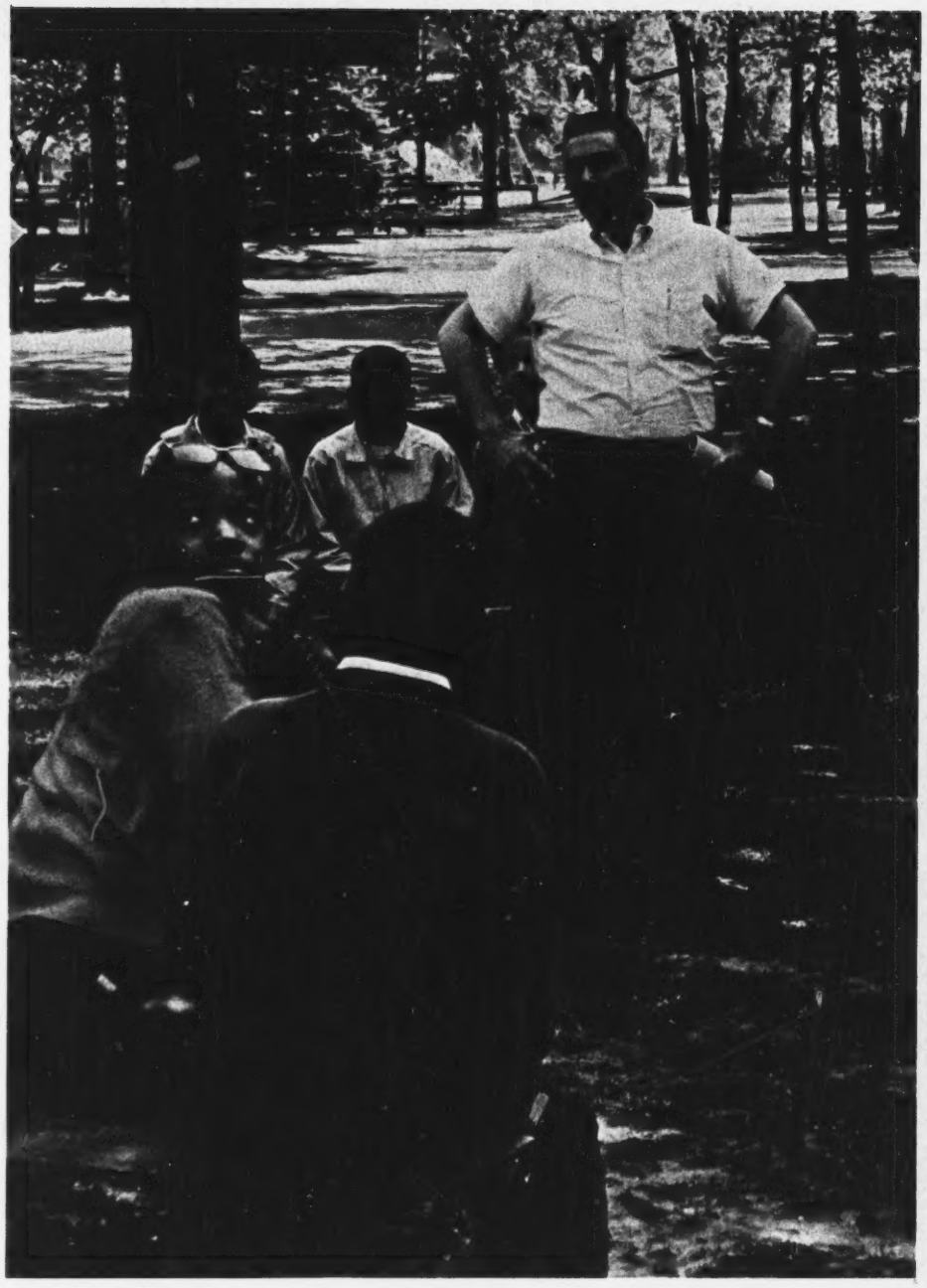
PLUS
COMPENSATORY EDUCATION
PROGRAM

Plus implies addition. In this program it means added knowledge, added skills, and added experiences for the twenty-eight thousand public and private school children living in the inner city or so-called Target Area of Title I of the Elementary and Secondary Education Act.

The Plus program provided over 160 extra specialized reading and arithmetic teachers to help children in Grades 1-6. These additional persons worked with the regular classroom teachers. They identified pupils in need of special help and provided tutoring for individuals and for small groups. Extra supplies and instructional materials were provided for their use. Additional teachers in art, music, and physical education were furnished so as to provide instruction in these areas in the primary grades.

The Plus program also extended into after-school and evening hours. Each afternoon trained experts conducted individual tutoring sessions and helped children overcome difficulties in learning. School libraries were kept open for use after school and in the evening. School gymnasiums also were kept open and supervised recreational activities were available to the children. Enrichment activities were conducted during the evening sessions. These areas included art, music, industrial arts, home economics and physical education.

Plus also added many pupil personnel services. Guidance services were established in the elementary schools for the first



time. The services of visiting teachers, social workers, and psychologists were provided in an effort to correct problems before they could become more serious.

Plus was the largest E.S.E.A. program organized in the Buffalo Schools. By providing compensatory education for children needing this service, the program made it possible for teachers to work more efficiently and to provide better education.

The Plus program greatly expanded the experiences of the children in the Target Area by taking them on numerous field trips during and after school hours. The children and teachers were aided in their preparation for the field trips with materials supplied by the Plus staff and community agencies.

Plus teachers were requested to submit written evaluations for each trip they accompanied. Follow up activities were incorporated into their lessons. Many art and music activities were based on field trips as well as activities involving written reports and oral expression.

In three months, 1400 bus trips were made and over 70,000 pupils visited such places of interest as the Albright-Knox Art Gallery, the Buffalo Museum of Science, the Buffalo Evening News printing plant, Fort Niagara, the Robert Moses Power Vista and the new Aquarium at Niagara Falls.

Of special value were visits to neighboring farms where, for the first time, many children saw farm animals and learned about some of the many activities carried on by the farmer.

SPAN
SUMMER PROGRAM
ADAPTED TO NEEDS

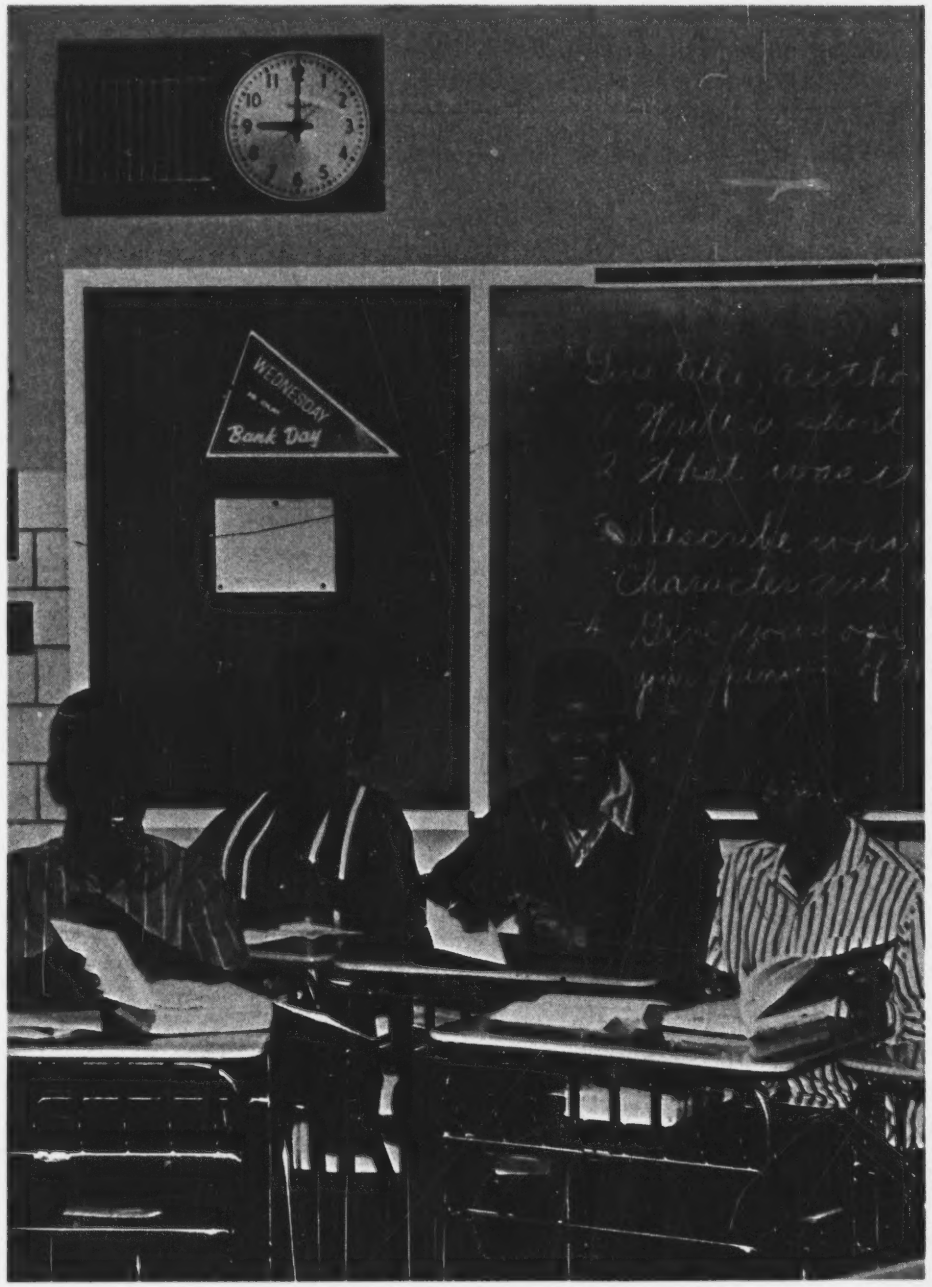
SPAN was conducted during the months of July and August. The purpose of the program was to continue the remedial and enrichment work started under the Plus program.

Thirty public elementary schools, two junior high schools and two general high schools located in the Target Area conducted remedial classes in regular school subjects and offered opportunities for enrichment in the areas of art, music, industrial arts, and home economics. In addition, school gymnasiums and swimming pools were kept open for instruction and recreation.

In Grades 1-6 children attended for three hours each morning. One period was spent in remedial work in reading and one in arithmetic. The third period was spent in home economics, music or craft activities. In the junior high schools, pupils were registered in remedial work in science, mathematics, social studies and reading, according to their needs, as well as in enrichment and recreational activities.

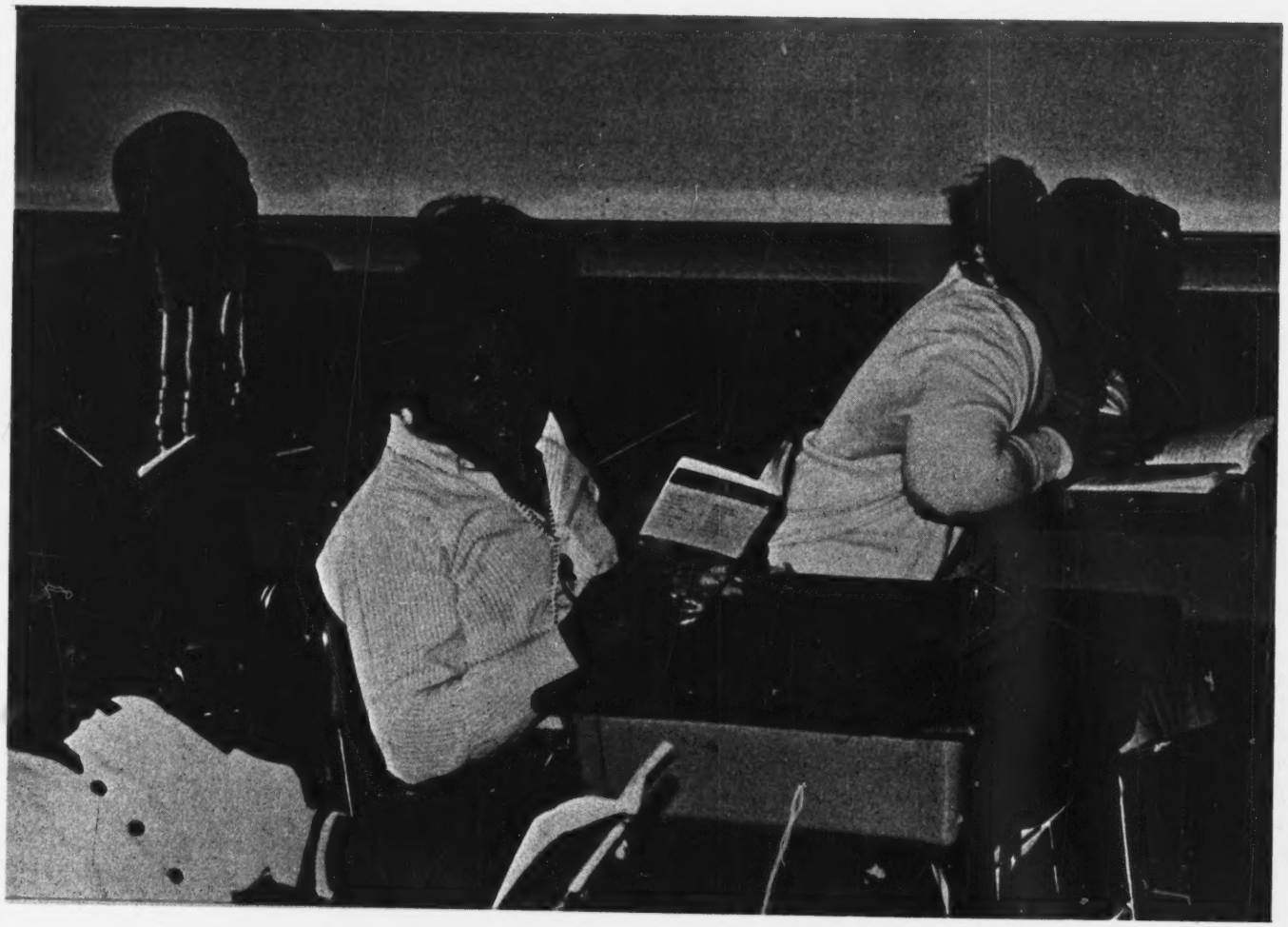
In the two senior high schools classes were offered in remedial reading, and instruction was given in such regular school subjects as English, social studies, mathematics and science on a basic or slow learning level. Pupils were recommended for these classes in order to overcome failure or to gain extra instruction. Art, music, home economics, industrial arts, swimming, and physical education also were available.

An important project was conducted at the Reading Center for six weeks. Its purpose was to train superior teachers as reading specialists to work in Target Area schools. Fifteen teachers



were selected for this intensive training program. During the morning hours the candidates worked with SPAN children in the participating schools, and the remainder of their day was spent at the Reading Center.

Field trips were also an important part of the SPAN program. Over ten thousand pupils were taken to such widely different places as Buffalo Police Headquarters, the Buffalo and Erie County Public Library, the South Park Conservatory and local radio



stations. Older pupils went as far as Niagara Falls, Old Fort Niagara, Letchworth State Park and Rochester to visit a camera company. High School English students were given the opportunity to see such live drama as *My Fair Lady* at Melody Fair, *Twelfth Night* at Stratford, Ont., and the *Barber of Seville* at Chautauqua.

More than thirty-one thousand public and private school pupils participated in this summer extension of the school program.

LANGUAGE ARTS PROGRAM

The E. S. E. A. Language Arts Program was developed to effect an improvement in the oral and written language skills of children. Each language arts classroom was converted into a virtual laboratory for the teaching of writing. An improved teacher-pupil ratio in language arts classes was accomplished through the addition of teachers to each school faculty. Close supervision of the program was provided.

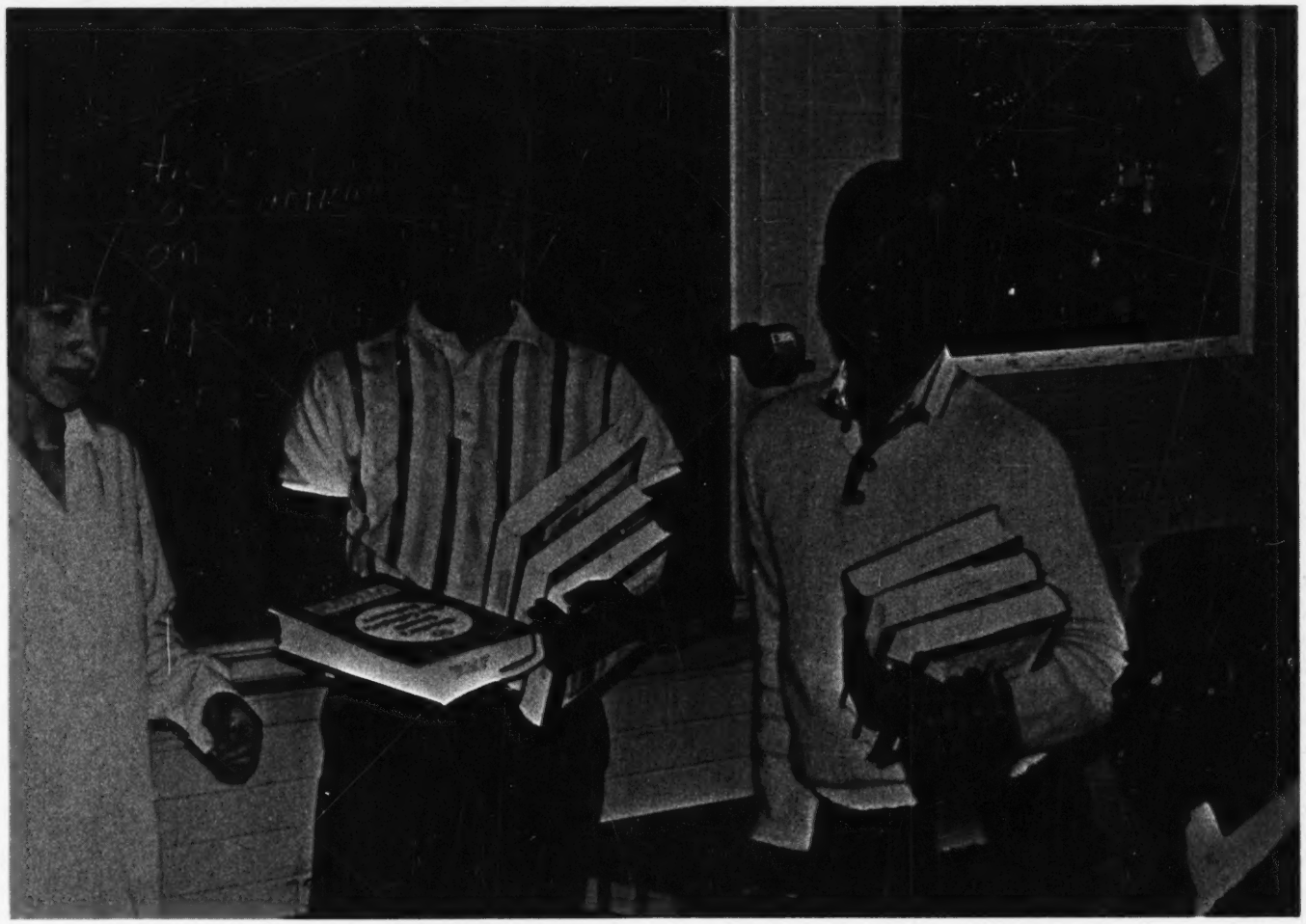
A supply of modern audio-visual equipment went with the staff of additional teachers. Each of these teachers was provided with a tape recorder, a record player, and an overhead projector. Each was given a projection screen, a portable equipment table and a listening unit complete with eight headsets.

In addition, classroom teachers in the six participating schools were supplied with these same mechanical aids for effective teaching, not only in language arts, but in other related areas such as foreign languages and social studies. Additionally, both sound film and filmstrip projectors were installed in each of the six participating schools, plus a complete audio-visual library as well as a professional library unit intended for the use of the entire faculty. New dictionaries and reference books, including the *Thesaurus*, *Familiar Quotations*, and a composition handbook were made available to students.

The program was initiated by three day-long, orientation meetings for the newly employed teaching force. The primary purpose was a general description of the project, delineation of its aims, and outlining of specific guidelines for subject matter content. The new staff members then moved directly into their assigned schools to take over their newly formed classes. Pupils

received the benefit of added hours of individual attention from their new teachers. They concentrated on expository writing for the most part, to achieve the clear-cut clarity of written expression so essential to modern communication. The new overhead projectors were used to point out individual errors in writing. Students listened to and watched classic literature from recordings, films, and filmstrips presented with a view toward improving their written work as well as their oral expression.

The E. S. E. A. Language Arts Program has had a successful start. The confidence of principals, teachers, and pupils in the project's potential to benefit the total school program has been established.



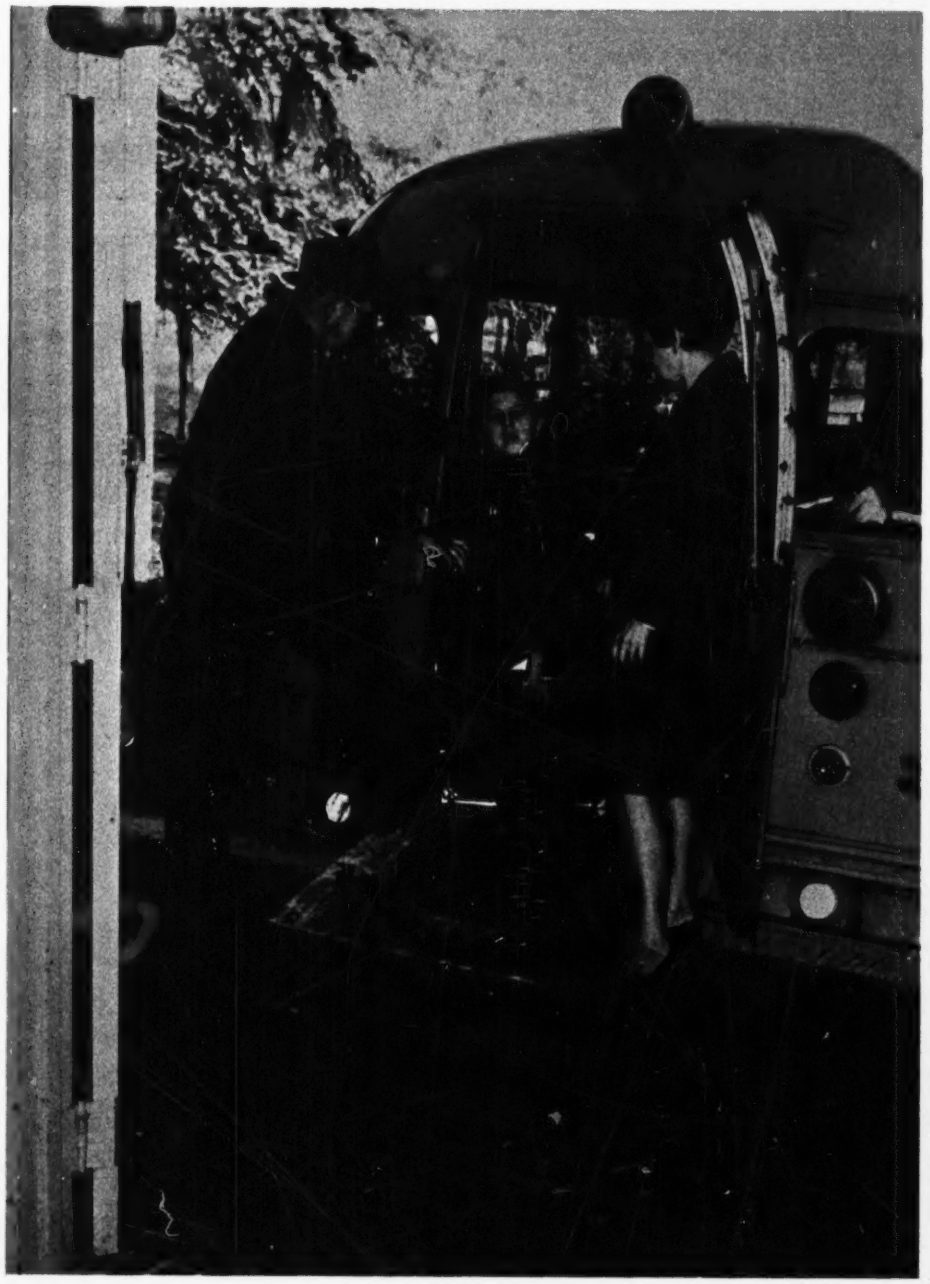
PHYSICALLY HANDICAPPED PROGRAM

A special program for physically handicapped children in the Target Area was conducted at Public School No. 84 during the summer of 1966.

The main objective of the program was to compensate for the dual handicaps of cultural and physical deficiencies. It aimed at the language disability common among inner-city school children. It concentrated on helping them to make the best possible use of the faculties they possess. It steered them toward those fields in which they can excel in spite of their handicaps. An extensive program of field trips offered them a broader spectrum of experiences than they ever before had found available. Special audio-visual aids to learning, designed to compensate for their physical weaknesses, were provided for them.

The project was geared to meet the particular needs of youngsters with such handicaps as muscular dystrophy, cerebral palsy, cardiac complications, congenital deformities, epilepsy, hydrocephalus, and orthopedic disabilities.

The students were offered remedial training in speech, language, and reading by a skilled staff of specialists. In addition they had access to medical services offered by the adjacent E. J.



Meyer Memorial Hospital. These included medical examinations, clinical services and physical therapy if necessary.

A unique feature of the project was the inclusion of a group of pre-school, physically handicapped children who would not have been capable of participating in normal, neighborhood kindergarten programs because of their disabilities. This early learning experience was one of the first in-school programs in the country designed to meet the special adjustment requirements of very young children.

This program proved to be extremely valuable in many ways. Teachers were given an opportunity to study and observe pre-school children on an individual basis. Special techniques were developed in the handling of the students. Staff members were provided time to investigate the factors leading to the retardation of the children. An important outgrowth of the program was that the knowledge gained about these students aided in their proper school placement for the regular school year.

Another important aspect of the program was the assignment of a guidance counselor. The counseling involved the understanding and acceptance of the inherent problems by the children and their parents.

The program was operated for six weeks during July and August. It had a budget of more than seventeen thousand dollars, part of which was used for transporting Target Area children to the school by bus.

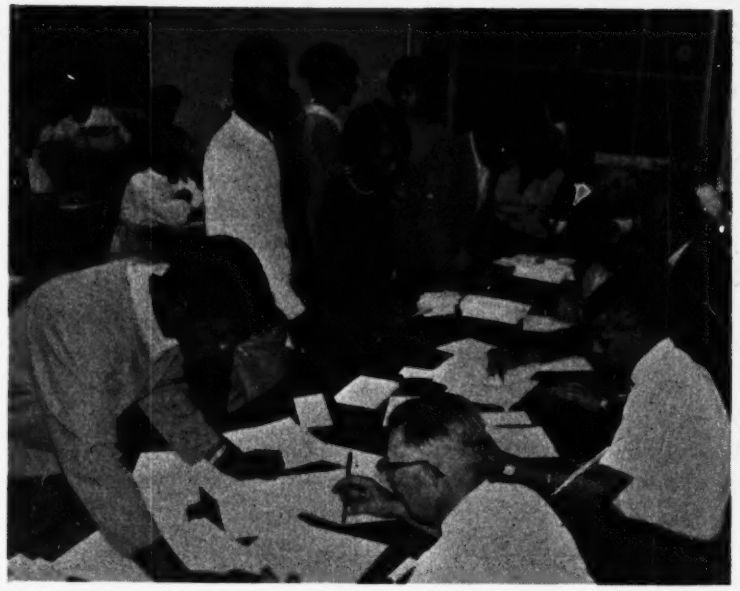
This program illustrates the concern of the Buffalo Public Schools for all of its children. Perhaps the best testimonial to the need for this program was its capacity registration of one hundred and twenty children.

PROJECT HELP

In January of 1966, a new concept in education was started at the St. Augustine Center under the auspices of the Buffalo Public Schools and the Erie County Health Department: a program to help pregnant girls continue their normal junior and senior high school courses without excessive interruption. The program was so successful during the 1965-66 school year that it was decided to continue its operation during the summer with E.S.E.A. Title I funds.

So far, Project Help has served nearly two hundred girls, offering them fully accredited courses in English, social studies, mathematics, and business education. This comprehensive academic program was supplemented by special classes in homemaking aimed at the health care of both girls and babies.

Complete clinical services were available at the Center through a pre-natal clinic operated by the Erie County Health Department.



EAST HIGH
EVENING SCHOOL PROGRAM

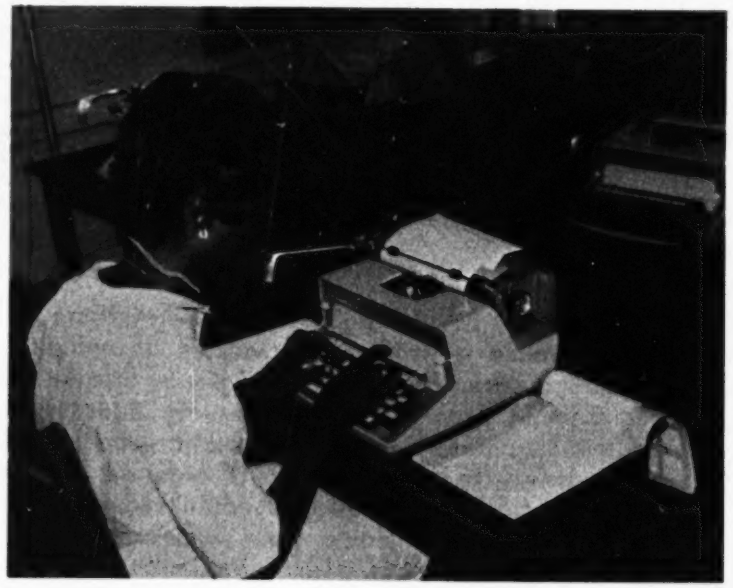
The Evening Program at East High School offered a full academic secondary education for young people who, for varied reasons, have had to leave their neighborhood high schools before graduation. It also provided special vocational training in its Employment Preparation course. This program offered a final opportunity for these young adults to finish their secondary education within the usual high school age span.

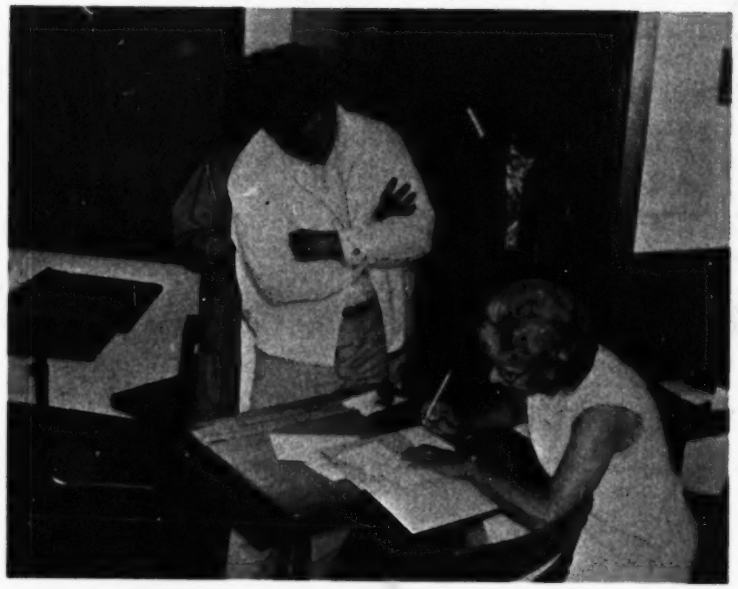
Students were treated as adults. They paid neither registration fees nor tuition. They were supplied with textbooks, workbooks, study kits, and review books. They were encouraged to take these materials home with them so that they could study and learn at their own rates. Pupils who felt they were ready took either Regents or departmental examinations on regularly scheduled dates, regardless of the number of sessions they had spent in classrooms.

Every effort was expended to make each pupil feel that he was important as an individual. A staff of three guidance counselors advised the students and administered aptitude tests to help them choose appropriate programs.

A visiting counselor followed up consistent absences, and a visiting teacher went to the homes in an effort to help students overcome their difficulties. As a result of these efforts, pupil attendance was maintained at a high level.

East Evening High School had an enrollment of two hundred and eighty-five students in its spring semester. Its first senior class numbered twenty-eight, and twenty-five of those young people proudly received their high school diplomas last June. The venture





was so successful that it was funded again under E. S. E. A. Title I for a complete, five-night-a-week summer program. This summer session enrolled nearly three hundred pupils and eighty of them were presented with diplomas in an August graduation ceremony.

A curriculum innovation at East Evening High School was called Employment Preparation. It prepared students to gain entrance to community businesses through studies of employment opportunities in heavy industry, manufacturing plants, distributive agencies, and transportation companies. A teacher was assigned to each of these four categories, and fifteen students were enrolled in each group. The teachers arranged two field trips a week to local industries related to their particular category. The students met with personnel managers in these plants. They learned what was required to gain employment. They toured the factories or stores and saw how they actually operated. They talked to people employed in all levels of job classifications.

Regular classes were held at East on the three remaining nights of each week. Here the students discussed what they had learned from their trips about occupations and what preparation was needed. Academic courses were then modified to these needs. English courses, for instance, were directed toward report writing, composing effective business letters, interpreting bulletins, and improving speaking skills, all of which would be useful to future office employees, secretaries, foremen or salesmen.

History classes concentrated on studying the labor union movement, social legislation, and voting laws. The operation of cash registers was taught, along with the mathematics of making change, computing sales tax, and figuring single costs of items priced in multiples.

Every effort was expended to make the instruction offered meaningful to the individual student in his quest for a place in the world of work.

BUFFALO PUBLIC SCHOOLS esea

TEACHER ASSISTANCE PROGRAMS

The key to good education is the teacher. Any effort to improve the quality of education in the inner city must concern itself with teachers. Three programs developed in Buffalo under Title I were designed to assist the teacher to do a better job of helping children. These programs provided for a series of in-service education courses for public and private school teachers, for the assignment of teacher aides to all Target Area schools, and for the preparation of a number of curriculum guides related to the problems of the educationally disadvantaged child.

These programs gave an opportunity for many teachers to gain new understanding of the challenges and responsibilities of teaching in the schools of a large city. The Teacher Aide program made it possible for teachers to devote more time to individualized instruction.

IN-SERVICE EDUCATION

Under Title I the Buffalo Public Schools initiated a program for the in-service education of teachers of educationally disadvantaged children in the Target Area of Buffalo. Traditional teacher training programs do not usually adequately prepare prospective teachers to meet the specific needs of multi-ethnic children in inner-city schools. A lack of understanding and awareness of the problems faced by children seriously impedes the learning process. The middle class values possessed by most teachers produce attitudes which may limit the development of satisfactory teacher-pupil relationships.

If these teachers are to become more effective and to make maximum use of the children's learning potential, they need to know more about the behavioral characteristics of children and the social and economic factors which have caused these characteristics to develop. They also need to have a better understanding of those techniques and methods of instruction which are effective.

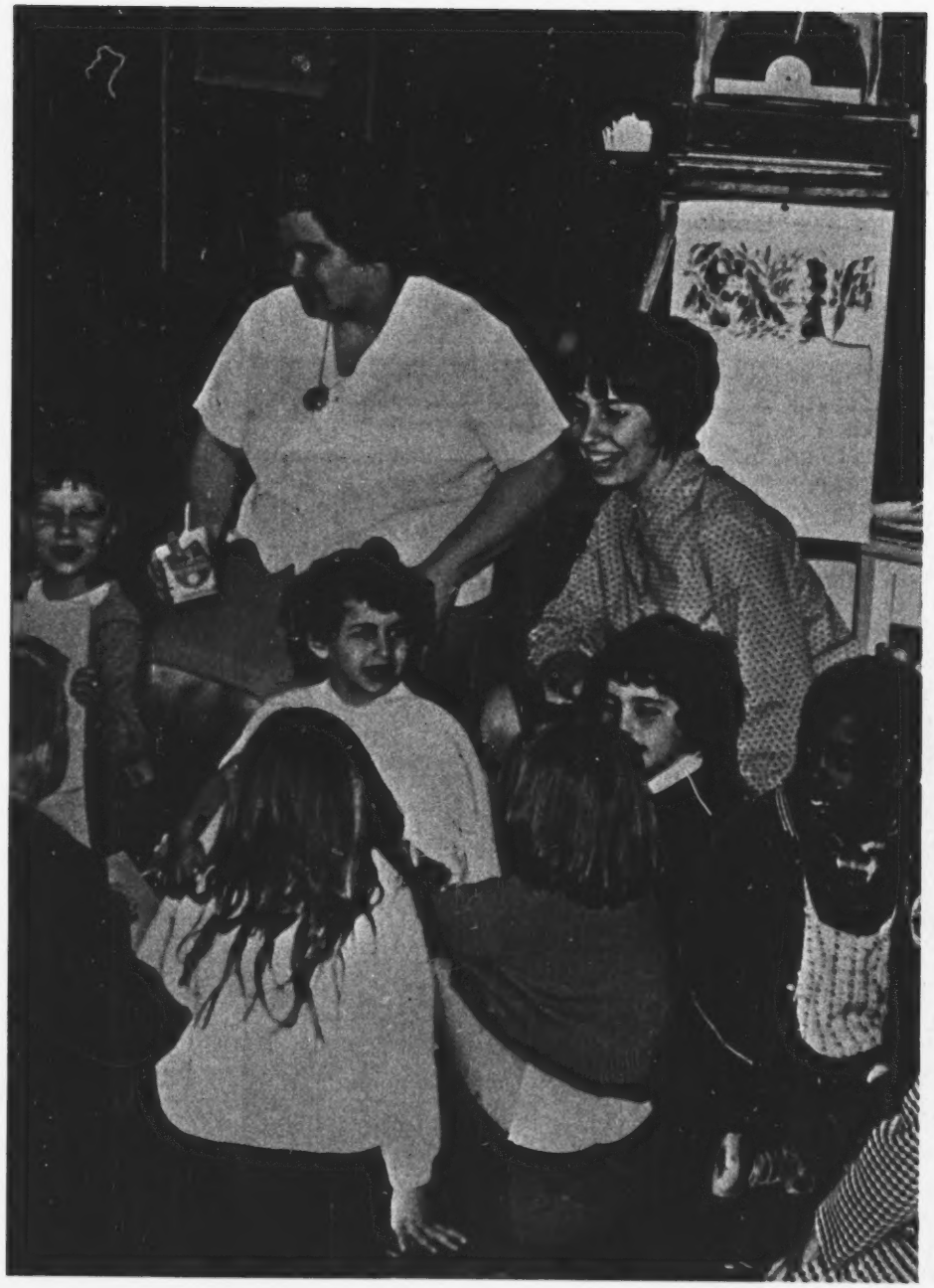
To achieve these objectives, three series of in-service courses were offered to teachers from the public and private schools in the Target Area. The first series of ten courses was held on five successive Saturday mornings during March and April 1966. Each session was three hours long. The instructional program consisted of intensive studies of the complex social, economic and psychological factors affecting the learning process. Courses focused on the teaching of handwriting, reading, mathematics, social studies and science. Particular attention was given to ways of developing the art of creative writing. Each course enrolled 25 teachers.

The second series of ten courses, initiated in April, acquainted inner-city teachers with new materials and equipment especially

suitable for teaching Target Area children. New methods of teaching social studies, problem solving, spelling, and chemistry were introduced. Other courses concentrated on ways to improve the language expression, speech, and basic reading skills of these children.

Two workshops, starting early in July and lasting twenty days each, made up the third series of the teacher in-service education program. Instruction centered around three themes: the child and his environment, the child and the learning situation, and implications for teachers in classrooms of culturally different children. Classes were held in a Buffalo Public School building located in the Target Area.

As a result of this intensive program of in-service education, over 550 Buffalo teachers were given the opportunity to evaluate and develop their teaching skills and re-examine their attitudes toward teaching the inner-city child.



TEACHER AIDE PROGRAM

The Teacher Aide program was initiated on February 16, 1966, with a total of 241 aides being assigned to six secondary and fifty-four elementary inner-city schools. Prior to the assignment of the aides, meetings were held with the principals of the public and non-public schools in the Target Area to acquaint them with the program. One hundred eighty-eight of the aides were assigned to thirty-four public schools that had an enrollment of nearly 27,000 pupils. The other fifty-four aides were assigned to twenty-six non-public schools with an enrollment of over 8000 pupils. Work began for the teacher aides with an in-service meeting held on the morning of the first day.

The primary objective of the Teacher Aide program was to improve the teaching-learning situation in schools located in the Target Area by employing teaching assistants to take care of some of the time-consuming and non-instructional duties performed by teachers. The use of these aides allowed more time for the teacher to spend on teaching and in the preparation of specialized materials. It also provided for a more creative use of teacher competencies. The broader objective of the project was to increase the amount of individual attention that a classroom teacher could expend on each pupil.

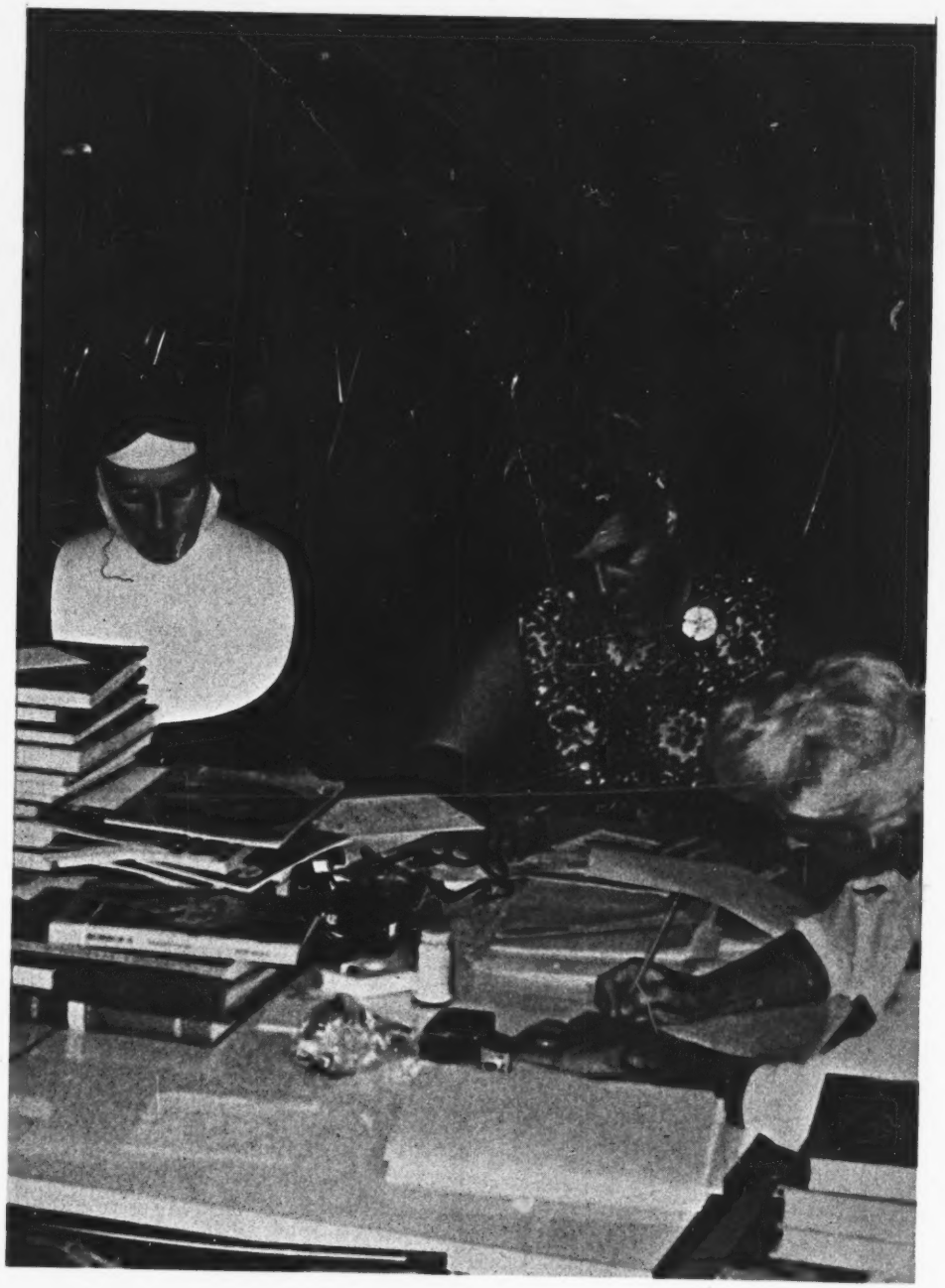
Positions for the program were set up in three categories or major areas of assistance — clerical, monitor-proctor and kindergarten. The major task of the first group was the typing of tests, and review sheets, and preparing other duplicated materials. Attendance taking, fund collecting, distribution and collection of

instructional material, and record keeping were other helpful services rendered by the clerical aides. A most valuable service was their assistance in the reorganization of the libraries.

Monitor-proctors ably assisted in the classrooms by supervising small work groups, correcting papers, recording grades, working on reports, and preparing bulletin boards and other displays. Another major activity was corridor supervision at arrival, dismissal, recess, and during the change of classes. They escorted groups to and from special classes, assisted with the supervision of study halls, locker rooms, cafeterias and play areas. They also assisted the classroom teachers in the classroom by setting up and operating visual aids which gave the teacher an opportunity to be at the front of the room to point out and interpret the subject matter projected by these visual aids and to use them more effectively.

Kindergarten aides were of particular help in assisting with the supervision of children in the many different activities that the children engage in each day, in preparing and setting up materials, in taking care of the physical environment and general housekeeping. They have added another pair of hands, ears, and eyes to the classroom. They were especially helpful at arrival and dismissal times in lending a hand with the knotty problems of shoes, sneakers, boots, buttons, zippers, and other clothing. Many of the kindergarten aides had the opportunity to share their special talents in art and music.

The Teacher Aide program was well received by the administrators and cooperating teachers. All expressed a desire to have the program continued.



PREPARATION OF CURRICULUM GUIDES

Teachers in inner-city schools need guidance in the modification of established courses of study to meet the needs of children with educational disadvantages. The work required must be demanding enough to challenge the child and bring about desired growth. On the other hand it must not be so difficult that the child fails repeatedly and is discouraged in his efforts to learn.

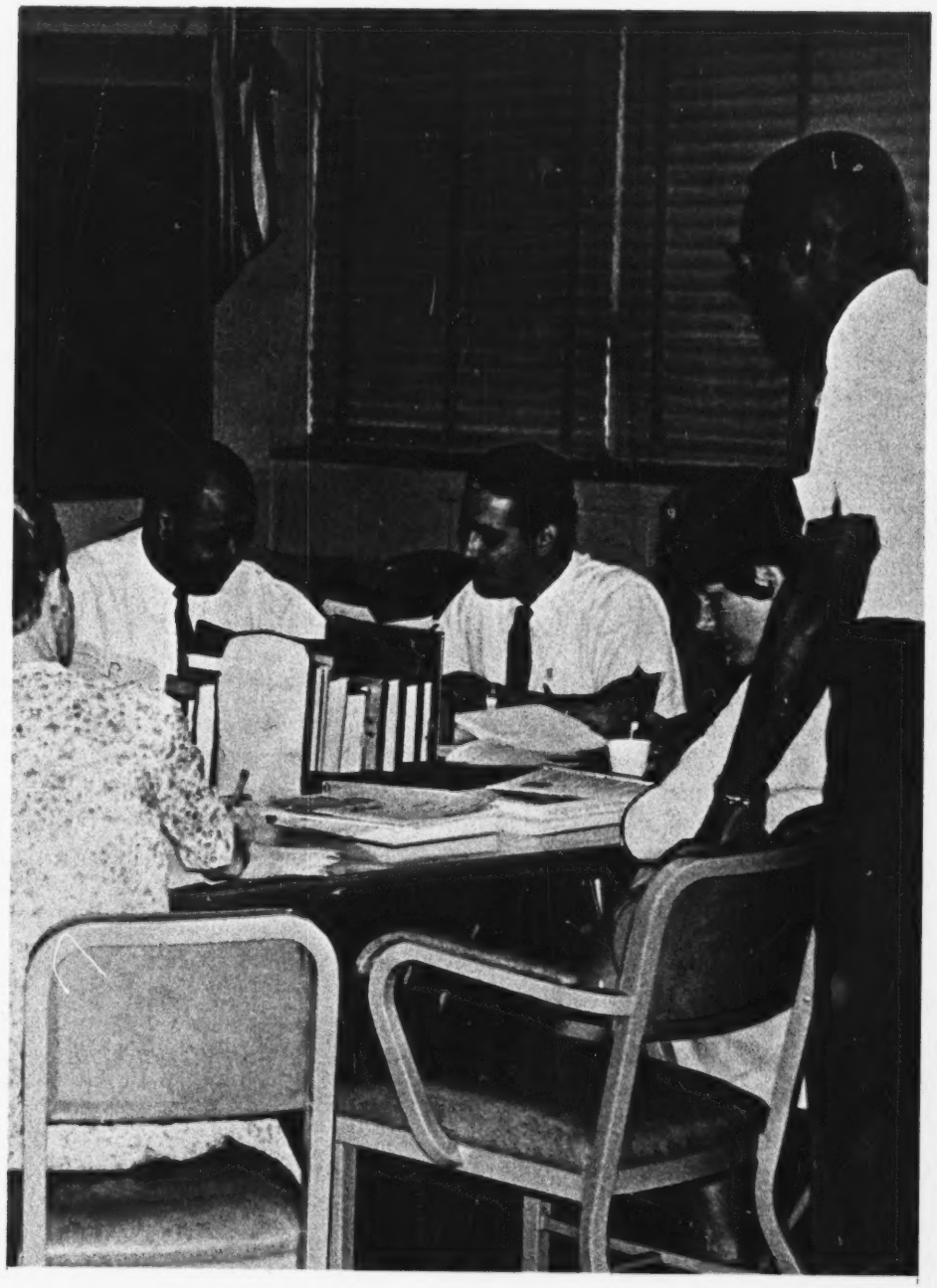
During the summer of 1966 committees of teachers from Target Area schools were created to review various parts of the school curriculum and to develop Teacher Guides in elementary science and mathematics, in health and safety education, in music education and in home economics.

In addition four special committees were organized. One committee was to prepare a Teachers Guide for the concerts performed by the Buffalo Philharmonic Orchestra for children in Target Area schools under an E. S. E. A. Project. A second committee was to review films and filmstrips and prepare a list of materials which would be the most effective in teaching educationally disadvantaged children. The third committee was to review library materials and reference books and to prepare a list of materials which would prove helpful in teaching about the

history and contributions to our society of minority groups. The fourth committee was to review the great volume of literature on the teaching of culturally disadvantaged children and to prepare a guide for teachers. This guide was to describe the characteristics of culturally disadvantaged children, to explain the factors which contributed to the development of these characteristics and to offer suggestions to teachers on how to improve the learning of such children.

The entire project provided an opportunity for an exhaustive search and evaluation of current literature related to educationally disadvantaged children and gave about 100 teachers a new look at the work in which they are engaged. The guides, which are the product of this project, provide detailed and essential information for teaching inner-city children.

The first steps have been taken, but the task remains only half done. The true test will take place when these guides are put into use by classroom teachers. The usefulness of the production of these curriculum committees will be measured by teachers in day-to-day teaching-learning situations in Target Area schools. This evaluation will provide a measure of the guides' utility and possibilities for revision to meet the needs of children.



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PRE-SCHOOL PROGRAM EARLY PUSH

The Early Push Program for pre-school children was established in April 1966 and continued throughout the spring and summer months. The program was designed to bridge the gap between the culturally different environment of the children and the requirements of the school experience they would encounter in the primary grade classroom.

Inner-city children are limited in the enriching experiences needed to progress and achieve at grade level. Reading retardation is inevitably revealed as a basic educational handicap to these pupils. Since the factors which prevent them from learning to read successfully are determined at a very early age, this project was designed to provide pre-school children with a variety of experiences which are vital to later reading and educational success.

Suitable readiness activities were introduced including rote counting, color recognition exercises, recognizing objects and pictures, building with blocks, dramatic plays, and listening to frequent story hours. The children were given the opportunity to

experiment with finger painting and to listen to music and to learn the familiar songs of childhood. The classes were limited to small numbers of pupils so that teachers could recognize the strengths and needs of their children.

Additional experiences were provided when children were taken on extensive field trips. They visited the Science Museum, the Albright-Knox Art Gallery, the South Park Conservatory and the new children's Zoo. Historic Fort Niagara was viewed by the children, as well as the recently completed Aquarium in Niagara Falls. The children were delighted with the Arcade-Attica train ride and the boat trip around Buffalo Harbor. Local industries and markets were toured, including the Boulevard Mall. They were taken to the Buffalo International Airport and also toured the entire city. Neighboring farmers opened their gates to show them a sample of life in the country. To many, these field trips offered the first opportunity in their young lives to see anything beyond their own home neighborhoods.

Various community agencies were closely associated with the Early Push Program. Social workers visited parents of pupils enrolled in this project in order to establish a cooperative relationship between the home and school. They also made needed contacts with suitable community services. The Buffalo Parks Department furnished receational facilities and the Erie County Health Department scheduled medical and dental examinations

for all the children. Other community facilities offered were those of the Buffalo Police Department, the Buffalo and Erie County Public Library, and numerous local service clubs.

Early Push was operated on a budget of five hundred thousand dollars and served fifteen hundred pre-kindergarten children, three to five years of age. The city's Public and Diocesan schools cooperated to make classroom space available for the children who were scheduled for half-day sessions.

The Buffalo Public School System, through the Early Push Program, has attempted to provide emotional, cultural and remedial experiences specifically designed to facilitate successful learning for the pre-school child.

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CULTURAL ENRICHMENT PROGRAMS

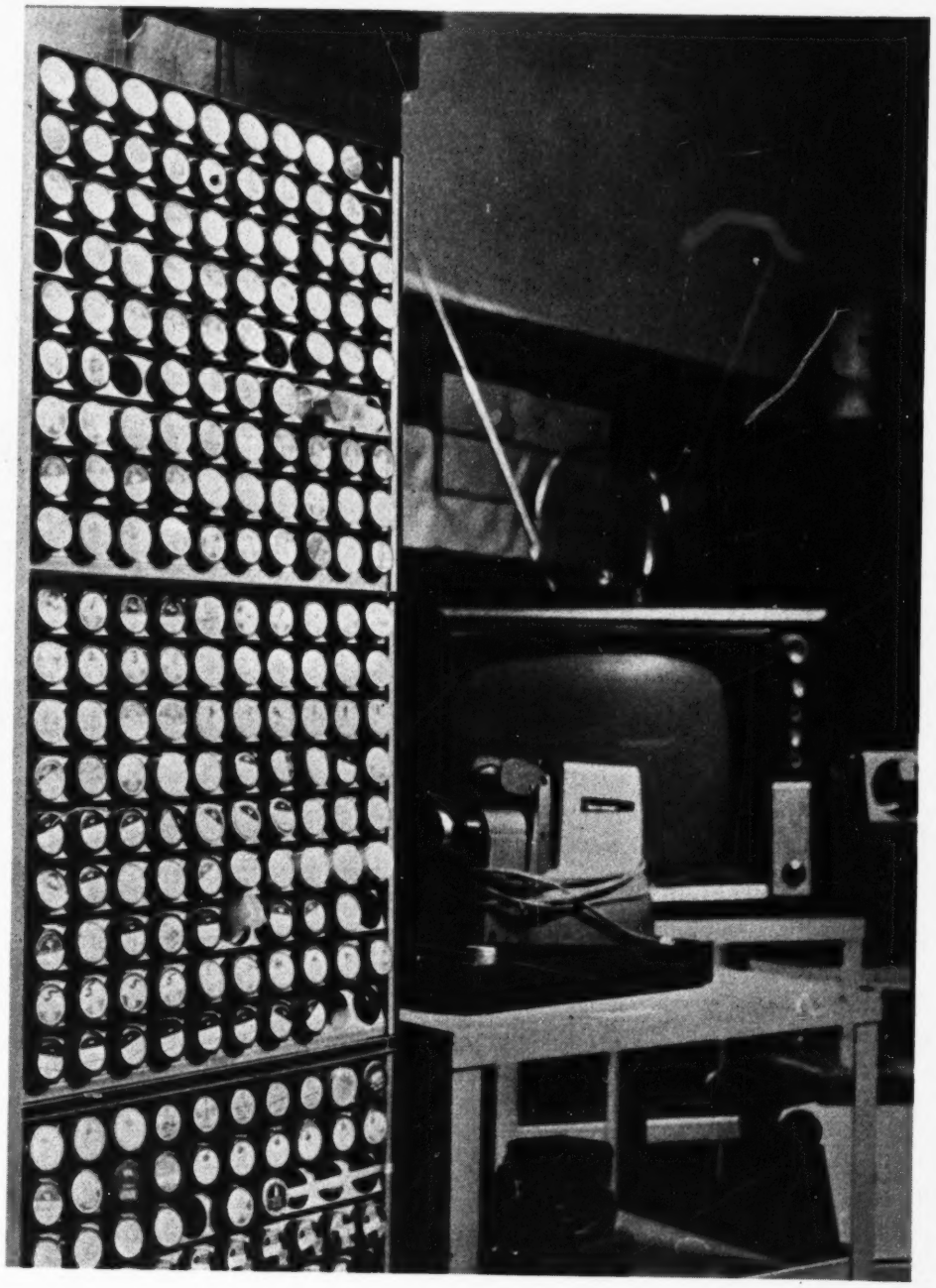
A great metropolitan area such as Buffalo offers many desirable educational experiences for children. There are art galleries, museums, parks, theaters, orchestras, television stations, and many other organizations which introduce children to the numerous facets of modern life. However many children who live in the inner city have little or no opportunity to profit from these opportunities.

In a complex society which now demands the development of the potential of all of its people, the schools need to draw upon these available resources to supplement the traditional program of education. Exposure to non-academic activities in the form of cultural enrichment programs is the key to the development of a richer pattern of learning.

Under Title I of the Elementary and Secondary Education Act the Buffalo Schools developed a number of programs designed to accomplish the above purpose. These programs assumed a wide variety. Some involved the acquisition of audio-visual equipment and materials and the introduction into the classroom of teaching methods which made full use of these materials. Other projects brought live actors and musicians into the schools so that children could see, hear and appreciate this type of direct experience.

Still other programs arranged for taking the children from the school environment out into the community so they could gain the knowledge and stimulation of participation. The Plus Program and the Summer SPAN Program provided for field trips to many places and agencies. In addition, Projects Opportunity, Horizon, Curtain Call and Concerts and Recitals greatly expanded the children's experience and concepts.

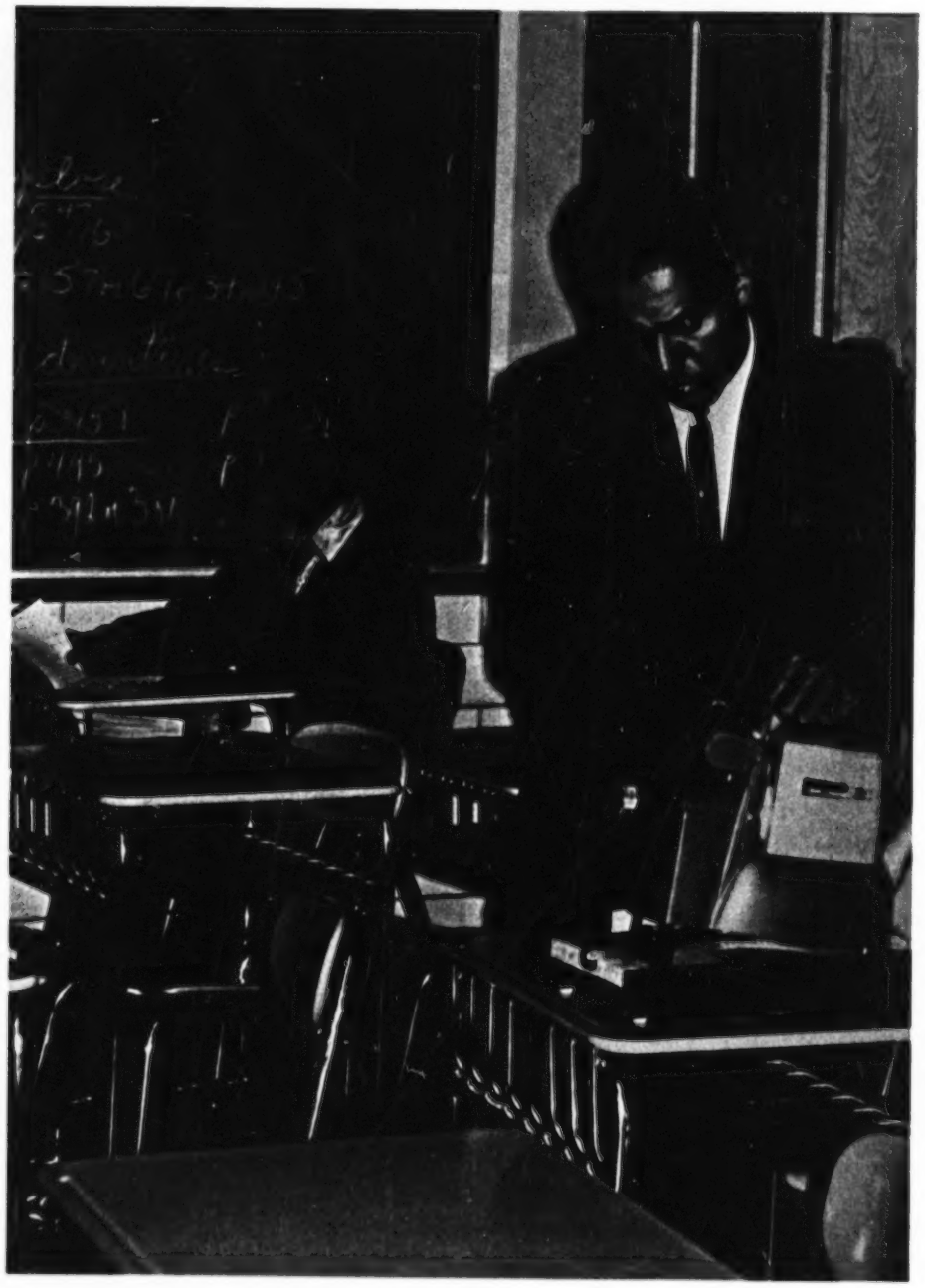
PROJECT OPPORTUNITY
AUDIO-VISUAL MATERIALS



Project Opportunity is an innovative program in the field of audio-visual education. This program is an experiment to ascertain whether a saturation of audio-visual aids, films, filmstrips, projectors, listening stations, and screens will have an impact upon the academic achievement of elementary school children.

Inaugurated by the Buffalo Public Schools in March of 1966, it will encompass 6,000 inner-city children in seven Target Area schools. This project is based on the philosophy of the visual and audio concept of learning as a supplement to the elementary school curriculum. Through the use of audio-visual aids and equipment, the teacher will provide an integration of learning experiences for the children in a new and creative way. Project Opportunity offers the inner-city child an opportunity to progress and achieve in all areas of learning.

Each project school will have the services of an Educational Audio-Visual Specialist who will help teachers use and integrate the curriculum oriented films into their teaching. These helping



teachers are experienced classroom teachers who themselves have used these aids effectively and who have a desire to aid others in their use. In addition to the helping teachers, three maintenance people will be employed to carry out a continuous program of preventive maintenance.

One hundred and fifty-eight teachers will participate in this program. Committees of teachers from each school met with audio-visual experts, supervisors, and principals prior to the program's inception to select the films and filmstrips which would be most beneficial to the children.

Each school will have its own film library where teachers may preview films and children may pursue individual study. Over 400 films and 600 filmstrips will be available for use by students and teachers in each school. Every classroom in the project will be equipped with modern autoload film and filmstrip projectors, projector tables, listening stations, previewers, and screens.

In-service programs have been held and will continue to be held to acquaint teachers with the most effective method of utilizing the resources available to them. Individual aid will be given to teachers to acquaint them with materials available on their level of instruction. Catalogues and film guides of all the instructional materials will be accessible to the teachers in the program. These services are being provided to aid teachers in the selection of visual aids for use in their daily classroom activities.

CURTAIN CALL
LIVE THEATER

Through Project Curtain Call, more than 13,000 children in 53 Target Area schools will have the opportunity to view live dramatic productions. The Buffalo Schools will offer them the opportunity of watching two plays staged in their home schools and of being transported to the new Studio Theatre to enjoy a third stage play all produced under professional conditions.

The three plays selected for production will be mounted flexibly so that they can be accommodated in various inner-city school auditoriums. The plays are to be performed by Equity actors and actresses drawn from the Arena's resident acting company. Dramatic situations will be kept within the sphere of the children's comprehension. They include an adaptation of *The Indian Captive* for its historical and psychological value, a new version of the classic *Alice in Wonderland* and a contemplated adaptation of *Wind in the Willows*. Cast members will visit informally with children in school classrooms to evaluate the play's impact on the young audience.

Project Curtain Call aims at compensating for the educational and cultural deprivation of pupils by exposing them to articulate language used by professional exponents of the spoken word in the exciting medium of live drama. If the children can gain, additionally, from Curtain Call an artistic "yardstick" with which to judge the quality of future theatrical as well as television performances, Buffalo will have met a most provocative challenge.

HORIZON
EDUCATIONAL TELEVISION

The glamour and appeal of television will be utilized by Project Horizon to provide educational stimulation and motivation to children in the Buffalo Schools. Over 40 per cent of all Target Area children will be directly affected by this project. In addition, all young children having access to WNED-TV through Channel 17 will find the Project Horizon programs a source of cultural enrichment.

A series of 90 half-hour programs will be produced and televised at the rate of three a week. Planning for these programs started in the spring of 1966 and was carried on during the summer. Actual production of programs began in September and will continue throughout the year.

The subject matter of these broadcasts was selected by a committee of teachers, administrators and television specialists. It covers a wide range of subject areas among which are health, art, citizenship, and home economics. These enriching experiences are to be interwoven with story-telling interludes and filmed visits to sites of cultural, historical, industrial and civic significance in the community. Puppets will be introduced by the host of the series, and special guests will be invited to transport young viewers behind the scenes at the city zoo, district police and fire stations, and backstage at music hall concerts.

The project provides additional television receivers for each Target Area school, and every episode will be presented in the morning and repeated during the afternoon hours. Project Horizon has the power to open limitless new worlds of knowledge and culture in a highly entertaining fashion to thousands of youngsters.

CONCERTS AND RECITALS

The Buffalo Philharmonic Orchestra and Young Audiences, Inc. joined with the Buffalo public and private schools in the presentation of a series of concerts and recitals for children living in the Target Area.

For many years the Buffalo schools and these musical organizations have cooperated in the presentation of school concerts and recitals. However, under this Title I E.S.E.A. Project, it was possible to increase this service for the inner-city children.

A special series of concerts in the world renowned Kleinhans Music Hall was arranged by the Music Department and the conductors of the orchestra. The selections performed were at the children's level of comprehension. Prior to the concerts, preparatory teaching was carried on in the schools. These factors added greatly to the children's enjoyment and understanding of the music played. Seeing and hearing a live performance in the atmosphere of a great music hall proved inspiring to large numbers of the pupils present.

Junior and senior high school students were given an additional personal contact with good music when the Philharmonic Orchestra went to the schools and presented works of a more advanced nature. Compositions by Mozart, Beethoven, Ravel and Bernstein were played.

Children in the elementary grades enjoyed similar experiences when string, woodwind, bass and mixed trio ensembles performed in the schools under the direct supervision of Young Audiences, Inc.

Through these activities many children were introduced to the pleasure and cultural value of listening to programs of good music.

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LIBRARY BOOKS
FILM STRIPS

The children in Buffalo's elementary schools were the recipients of more than 40,000 new library books and a large number of carefully selected educational color sound films under a Title II grant of $198,000. In accordance with the needs of the children, twice as much money was allocated to the Target Area schools as was given to the other schools. Since the greatest need was shown to be at the elementary level, the greatest share of Federal funds was channeled into the public and non-public elementary schools.

The resulting flood of books and films will accomplish several major objectives. Initially, the book collections in the elementary schools will be improved in both quality and quantity. The children will have more material for informational and leisure reading — an especially important factor in helping those who are culturally and educationally disadvantaged. Additionally, the increased library resources will improve and supplement existing instructional programs by making available more books in each subject matter area. Finally, it is expected that these library resources will provide a sound base for further improvement of the elementary school library services to our children in all of the city's schools.

Further use was made of funds from the Title II grant in conjunction with a Title III proposal. A special collection of library books adapted to the needs of educable mentally retarded children was provided. This collection was housed in a demonstration center for the in-service training of potential teachers of the mentally retarded in one of Buffalo's Target Area schools.

There is general agreement among authorities in the areas of language arts, reading, and library science that good library facilities, including adequate book collections, are significant factors in bridging the cultural and educational gap in the lives of disadvantaged children. We have taken an important and educationally functional step in that direction.

DEMONSTRATION CENTER FOR TEACHERS OF MENTALLY RETARDED CHILDREN

Title III of the Elementary and Secondary Education Act provided for Federal grants to establish innovative educational centers. The Buffalo Public Schools applied for a grant to create a Demonstration Center for Teachers of the Mentally Retarded.

Buffalo has an extensive educational program for mentally retarded children. Classes for the educable are offered in many elementary and secondary school buildings. A special school for the children who are classified as trainable is in operation. In recent years extensive curricular work has been carried on to develop programs related to the vocational needs of MR children and an experimental work-study program has been developed in one high school.

The administrative staff of the department of education for the Mentally Retarded cooperated with representatives of the New York State Education Department, representatives of suburban school systems and local college personnel in developing the proposal for a Demonstration Center.

Seventy children will be selected on the basis of results of psychological and physical examinations to attend this school. Consideration will be given to the racial, social, and economic backgrounds of the children in order to maintain a balanced cross-section of educational needs. The children will be organized into classes taught by skilled demonstration teachers.

Starting in September 1966 all newly appointed teachers of MR classes and other teachers needing assistance will spend up to a week in the Center observing and teaching under competent direction. A pool of trained substitutes is to provide the teacher time needed to release the teacher trainees.

In addition to classrooms, the Demonstration Center facilities will include a psychological clinic, a speech and hearing laboratory,

and a conference-curriculum resource room. This curriculum library will contain professional literature, equipment, and materials for use in classroom teaching. The curriculum librarian will be a specialist who can help both new and experienced teachers. The library will be used for curriculum committee meetings as well as for individual study.

As soon as the grant was approved by the Federal contracting officer, work was started to develop the Center in Public School No. 28. During the summer the necessary modifications were made in the building and the Center was ready to operate shortly after the opening of school in September.

This Center, unique in this region, will serve as an incentive for the improvement of the educational program for mentally retarded children in all of Western New York.

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EVALUATION OF E. S. E. A. PROJECTS

An evaluation can supply only a limited indication of the impact of E. S. E. A. programs in Buffalo since their inception in the spring of 1966.

Some aspects of these programs can be measured directly by tests and interviews and observations by teachers and others. Many effects can never be measured such as the over-all improvement in outlook of the pupil and his family. Although the latter might have a greater effect in the long run than an improvement in reading, it can only be surmised, not directly measured. Some facts and figures are given. However the short time in which the programs have operated prevents a detailed picture of their effects on the pupils, their families and their teachers. The information given here must be interpreted as only an estimate of the effects of E.S.E.A. on the Buffalo Schools. Another year of operation will make possible a more detailed evaluation.

The Concerts and Recitals program, while offering a most important enrichment experience, also had the effect of acquainting the children with musical and cultural history. A testing program carried on among a sample of pupils attending indicated a very high level of retention of background material.

The Teachers Aides program was well received by pupils, teachers, administrators and aides. A comprehensive questionnaire on the program indicated universal approval.

Early Push was carefully evaluated both in the spring and summer of 1966. Increments of verbal reasoning ability show a very encouraging level of improvement in the children.

The Language Arts project met its goal of reducing class size in secondary schools by an average reduction of 28.5 per cent. The additional equipment and supplies provided were widely utilized by pupils and teachers.

The Evening High School provided an exceptional opportunity for secondary pupils in the Target Area to complete their education. Almost 100 pupils obtained a diploma by the end of the summer session.

The In-Service Education program included over 550 teachers. They were enthusiastic in their expressions of profit from the workshops, lectures, demonstrations and discussion sessions.

The Plus Program, because of its wide-ranging character, obviously has been of great importance in the Target Area. Initial testing reveals interesting and important results in reading and mathematics due to the remediation given by Plus teachers. The field trips and other cultural enrichment features met with approval from all concerned.

The summer programs are now undergoing evaluation. However, preliminary data indicates wide acceptance among parents and pupils of Project Help, the Physically Handicapped Program and Span.

The Curriculum Guides project produced twelve references for teachers of inner-city children. This compilation of information should be of great value in the identification and education of these children. Comments from teachers who will use these guides will formulate the basis for a comprehensive evaluation.

ESEA DEVELOPMENT COMMITTEE

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for Curriculum Evaluation and Development
Deputy Superintendent
Associate Superintendent for Instructional Services
Assistant Superintendent of Pupil Personnel
Assistant Superintendent for Elementary Education
Assistant Superintendent for Secondary Education
Assistant Superintendent for Instructional Services
Director of Special Projects
Assistant Administrator of E. S. E. A. Projects
Representative of the Buffalo Diocesan Schools
Representative of the Community Action Organization

ESEA COMMUNITY ADVISORY COMMITTEE

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Buffalo and Erie County Historical Society
Albright-Knox Art Gallery
Buffalo Philharmonic Orchestra
Buffalo and Erie County Public Library
St. Augustine Center
Urban League of Buffalo
J. F. Kennedy Recreation Center
Community Action Organization
Community Welfare Council
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